

# Penn Cambria Curriculum

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| <b>Course Name</b>        | <b>Social Studies – Early American History</b>   |
| <b>Length of Course</b>   | 1 year – 1 period per day  |
| <b>Grade Level</b>        | 5  |
| <b>Prerequisites</b>      | None   |
| <b>Course Description</b> | The Grade 5 Social Studies Course explores the Western Hemisphere from the development of early civilizations to the European acquisition of colonies.   |
| <b>Units of Study</b>     | Early Western Hemisphere<br>Native Americans<br>Europe and the Age of Exploration<br>Contact and Exploration<br>Settlement of North America<br>Establishment of the 13 English Colonies<br>Life in the Colonies<br>European Rivalries in North America |
| <b>Materials</b>          | Text: <u>Our Nation</u> c2005 Macmillan/McGraw Hill<br><br>Supplemental Materials: The United States and Its Neighbors c2001<br>Macmillan/McGraw Hill<br>Teacher Created Materials   |

**The following PA Academic Standards are integrated throughout this course.**

## History

*Notes: United States History Standards limited to Beginnings to 1760's. World History Standards limited to exploration, trade and colonization in the New World.*

- 8.1.6 A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.6 B Explain and analyze historical sources.
- 8.1.6 C Explain the fundamentals of historical interpretation.
- 8.1.6 D Describe and explain historical research.
- 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.
- 8.3.6 B Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- 8.3.6 C Explain how continuity and change has influenced United States history from Beginnings to 1824.
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.
- 8.4.6 A Identify and explain how individuals and groups made significant political and cultural contributions to world history.
- 8.4.6 B Identify and explain important documents, materials artifacts and historic sites in world history.
- 8.4.6 C Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.
- 8.4.6 D Explain how conflict and cooperation among social groups and organizations affected world history.

## **Geography**

7.1.6 B Describe and locate places and regions.

7.2.6 A Describe the physical characteristics of places and regions.

7.3.6 A Describe the human characteristics of places and regions by their population characteristics.

7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics.

7.3.6 D Describe the human characteristics of places and regions by their economic activities.

## **Economics**

6.4.6 C Identify and define imports, exports, inter-regional trade and international trade.

## **Unit 1: Early Western Hemisphere**

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Analyze how the Aztec and Inca built powerful empires that made significant contributions to the aspects of modern life.
2. Explain how Early Americans arrived in the Western Hemisphere and hypothesize which artifacts may have been found to substantiate the theory.
3. Describe how Early Americans survived by hunting and gathering.
4. Analyze how farming improved the lives of the early peoples.
5. Describe the ways in which the Aztec and Inca adapted to their environments and describe ways they modified their environments to aide their survival.
6. Identify some of the technologies early cultures utilized.
7. Compare and contrast the Aztec and Inca cultures.
8. Analyze Native America life before and after the arrival of the Spanish.

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Open-Ended Responses: Ice Age Mammoth Dangers, Aztec Capital Adaptations
- Reading in the content area activities (secondary sources)
- Analysis of primary artifacts activities
- Create a map of Beringia
- Hall of Fame Definition Contests
- Outlining and/or note taking exercises
- Spanish Arrival Play
- Timeline activities related to objectives
- Content review activities

## Unit 2: Native Americans

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Explain the relationship between the Native American tribes of the Southwest.
2. Identify various tribes of the Southwest and describe ways they adapted to their environment (ex: irrigation techniques, etc).
3. Describe the development of the Iroquois Confederacy.
4. Describe the culture and beliefs of the member tribes of the Iroquois Confederacy.
5. Explain the role of women in Iroquois culture.
6. Describe ways the Native American tribes of the Woodlands region adapted to their environment.
7. Identify various tribes of the Great Plains and describe ways they adapted to their environment.
8. Describe how horses were introduced into the new world and analyze how the lives of the Plains Indians changed.
9. Identify various tribes of the Northwest and describe ways they adapted to their environment.
10. Examine the impact of abundant natural resources on the Native Americans of the Northwest.
11. Compare and contrast the culture and government of Native American tribes by region (ex: Woodland, Southeast, Great Plains, Northwest).
12. Analyze how Native Americans used rituals and ceremonies to teach traditions and survival skills. (Kachinas, potlatches, etc.)

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Map exercises
- Brainstorm elements for the Iroquois Confederacy Constitution
- Create a cornucopia of food stuffs representing the cuisine of the Native Americans of the Northwest.
- Construct and decorate a Hopi Kachina doll.
- Create a Lakota Sioux Winter Count which summarizes important tribal events.
- Open-Ended Responses (Iroquois Women, Buffalo Products)
- Reading in the content area activities (primary and/or secondary sources)
- Content review activities

## Unit 3: Age of Exploration

**Estimated Time:** 10-20 class periods

**Curricular Objectives:**

**Students will:**

1. Examine the impact of Marco Polo's writings on European attitudes about exploration.
2. Explain how growth and expansion in banking and trade in Europe led to exploration.
3. Create a flow chart depicting how trade grew during the Middle Ages.
4. Describe improvements in shipping technology and describe the expansion of trades in the 1400s.
5. Compare and contrast the accomplishments of early explorers.

**Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

**Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Comparison charts of explorers
- Flow Chart of increase of trade
- Cause and effect chart
- Sailor's post card describing either the voyage of Dias or the voyage of da Gama
- Content review activities
- Open-Ended Response - Marco Polo Credibility
- Reading in the content area activities (primary and/or secondary sources)

## **Unit 4: Contact and Exploration**

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Analyze the reasons Columbus set out on a voyage across the ocean.
2. Examine the impact of Columbus's discovery of the New World.
3. Analyze different points of view about celebrating Columbus Day.
4. Explain the effects the Columbian Exchange had on Europe and the Americas.
5. Summarize the results of Pizarro's conquest of the Inca Empire.
6. Describe the events that led to the fall of the Aztec Empire.
7. Analyze the impact of specific expeditions on the development of the New World.
8. Describe the development of the Spanish empire (New Spain) in the New World.

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Columbian Exchange Analysis Chart
- Review three Columbus Day Point of View articles
- Describe the path of Magellan's expedition
- Write a speech describing the positive contributions of an explorer /conquistador (Coronado, de Leon, Balboa, de Soto, de Vaca)
- Create a Before/After chart highlighting changes initiated by the Columbian Exchange
- Aztec/Spanish army comparison chart
- Speech of an explorer presentation
- Open-Ended Responses (Coronado's disappointments, Columbus's plea to the Court of Spain)
- Cause/Effect Chart

## Unit 5: Settlement of North America

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Describe how the Mayflower Compact contributed to the organizational success of Plymouth Colony.
2. Explain why Europeans began to explore the eastern coast of North America.
3. Identify ~~seven~~ important explorers of the eastern part of North America and describe their discoveries.
4. Identify several reasons that the French founded New France.
5. Explain why the English wanted to found a colony in North America.
6. Analyze the development of the Jamestown Colony and identify its successes.
7. Explain the succession of events that motivated the Pilgrims to start their own colony in North America.
8. Create a timeline depicting the important events of the Pilgrim's first year in New England.
9. Describe the contributions Squanto made that helped the Pilgrims survive.
10. Compare and contrast the development of Plymouth Colony with the development of Jamestown Colony.
11. Describe the first Thanksgiving feast.

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Write a diary entry of one of the explorers searching for the Northwest Passage
- Create a timeline highlighting important events leading up to the First Thanksgiving.
- Analyze the success of Jamestown by listing the different elements of human settlement and after assigning value points and priority values, summarize the data into a final score.
- Content review
- Open-Ended Responses (Thanksgiving Fact or Fiction, Squanto's Contribution)
- Thanksgiving Timeline
- Venn Diagram: Jamestown/Plymouth

## **Unit 6: Establishment of the 13 English Colonies**

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Explain when, where, and why groups of people colonized and settled in different parts of New England.
2. Describe the accomplishments of William Penn focusing on his influence on Europeans and Native Americans.
3. Describe the accomplishments of colonial leaders such as Anne Hutchinson, John Winthrop, Roger Williams, and Thomas Hooker.
4. Compare Massasoit's feelings toward the English with the feelings of his son, Metacomet. Describe what might have caused the different attitudes of the two men.
5. Explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies.
6. Explain when, where, and why groups of different people colonized and settled in the Southern Colonies.
7. Analyze the relationships between the Southern Colonists and their neighbors.
8. Predict what would have happened to the Georgia Colony if the English had not settled it.
9. Compare and contrast the development of the New England, Middle, and Southern Colonies.

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Design a Graphic Organizer that depicts when, where, and why people settled in the New World Colonies.
- Create a play including the dialogue of two Lenape Native Americans discussing the unusual customs the Europeans enjoyed.
- Create a written order from King George outlining how James Oglethorpe was to set up the Georgian colony.
- Point of view activity
- Related map exercises



## **Unit 7 : Life in the Colonies**

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

1. Consider the contributions of Ben Franklin and identify each item as cultural or political.
2. Explain how people colonized and settled the English colonies.
3. Describe the conditions of travel involved in getting oneself to the colonies.
4. Analyze the geographic factors that influenced where people built colonial cities.
5. Distinguish the cultural differences between indentured servants and enslaved captives.
6. Analyze how the plantation system affected the development of slavery in the New World.
7. Describe the middle passage.
8. Explain the Triangle of Trade.
9. Describe the impact of the theory of mercantilism on colonial economies.
10. Evaluate the effect the slave codes had on the lives of African captives.
11. Identify the beginnings of the abolitionist movement in response to slavery.
12. Explain the economic patterns and major industries of Colonial America.
13. Compare and contrast the economies, social structure and governments of the New England, Middle and Southern colonies.
14. Describe daily life in Colonial America (religion, entertainment, education, life in the home, role of women/children, fashion, travel, customs, etc).

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Comic Strip depicting how and why people settled in the English colonies.
- Newspaper story discussing unfairness of being an indentured servant or an enslaved African.
- Poster highlighting the characteristics of a colonial city.
- Block map showing the products and destinations of the Triangular Trade Route.
- Map showing product exports from colonies
- Summarize an article about New England Ship Building.
- Venn diagram – Indentured servants vs. slavery
- Law Book document illustrating the slave codes (primary source analysis)
- Newspaper article describing the efforts of Woolman and Carter

## **Unit 8 : European Rivalries in North America**

**Estimated Time:** 18-25 class periods

### **Curricular Objectives:**

#### **Students will:**

1. Compare and contrast European empires (French, English and Spanish) in the New World in the mid 1700's.
2. Describe the causes of the French and Indian War.
3. Describe major events during the French and Indian War.
4. Explain how the Proclamation of 1763 protected the fur trade and how it redirected settlers away from Native American hunting grounds.
5. Describe the expansion of Spanish settlements in New Mexico.
6. Analyze the conflict factors that led to the Pueblo Revolt in 1680.
7. Analyze the fur trade alliance between New France and the Native America.
8. Summarize the shift of Colonial power as a result of the 1763 Treaty of Paris, ending the French and Indian War.

### **Assessments/ Measurement of Objectives:**

- Classroom and/or homework activities
- Objective quizzes and tests
- Map activities
- Individual/group projects
- Open-ended responses to content reading
- Writing activities

### **Suggested Methods of Instruction / Learning Activities:**

- Direct Instruction
- Use text to generate the grievances of the Pueblo Indians.
- Create a Flow Chart that demonstrates the events that led to the French and Indian War.
- Use Before/After maps to create a bar graph that showed which countries lost or gained land.
- Write a Native American play of two Indians discussing the effect of the Proclamation of 1763.
- Create a list of alternatives the Pueblo or Spanish could have chosen to have averted the Pueblo Revolt.
- French and Indian War Flow Chart of Causes
- Treaty of Paris bar graph
- Fort Necessity, Fort Pitt, and the French and Indian War in Western PA
- Generate a generalization of the land claims of Spain.